

AN ANALYSIS OF THE AUDIO-VISUAL PROCEDURES USED IN
TEACHING MODERN LANGUAGES IN THE SECONDARY
SCHOOLS OF SHAWNEE COUNTY, KANSAS

by

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INTRODUCTION

Our nation has made numerous attempts since 1950 to overcome the backwardness of its citizens in modern language proficiency. Emma Marie Birkmaier, professor of education and chairman of the Modern Language Department, University of Minnesota, has commented:

Statistical studies of modern language enrollments in public secondary schools showed gains of more than 5 per cent since 1954 in grades nine through twelve with an increase of more than 10 per cent in the number of high schools offering modern languages.¹

In 1962, modern language teaching was advancing on many fronts. One of its major efforts was the audio-visual approach to teaching a modern language. The fact that the audio-visual approach to modern language teaching was gaining momentum came about not only because the world was making remarkable changes in its ways of communication, but because research studies had shown that this approach enabled the student to begin more readily reading in a manner which was enjoyable because there was no need for word-by-word translating. Leo P. Rosenthal, consultant in audio-visual education, has stated:

With the emphasis on learning from the factual

¹Emma Marie Birkmaier, "What Are We Doing? Where Are We Going?," NEA Journal, 32:16, December, 1961.

as much as possible, it is small wonder that a close working relationship exists between the language department and the audio-visual division of the school system.²

STATEMENT OF PROBLEM

The purposes of this study were to discover what audio-visual procedures were used in teaching modern languages, and to determine which procedures were most effective in teaching modern languages.

JUSTIFICATION OF THE PROBLEM

In view of the fact that there was a fast moving trend to teach modern languages from an audio-visual approach, and that a valid relationship had been established between audio-visual aids and language learning, it seemed appropriate to the writer to seek evidence concerning what audio-visual procedures were being used, and which procedures were the most effective in teaching modern languages.

METHOD OF PROCEDURE

The method of procedure used in this study consisted

²Leo P. Rosenthal, "Foreign Languages with Emphasis on Audio-Visual Techniques," Grade Teacher, 24:62, June, 1962.

of the following items:

1. A review of the pertinent literature contained in the Kansas State University library was executed.
2. The Inter-Library Loan facilities were utilized for the purpose of reviewing various Master's Theses.
3. The writer gathered background information relative to this study while taking the course, Audio-Visual Aids, offered by the Department of Education at Kansas State University.
4. The writer interviewed Miss Ann Driss, Language Co-ordinator for the school system of Topeka, Kansas.
5. A questionnaire was designed and sent to modern language teachers to obtain opinions and answers pertaining to the audio-visual procedures used in teaching a modern language.
6. An analysis of the questionnaire results was made.

LIMITATIONS OF THE STUDY

This study was confined to the secondary schools of Shawnee County, Kansas. The study was concerned specifically with the audio-visual teaching procedures used by

the modern language teachers. The twenty-four teachers to whom the questionnaire was sent taught at least one modern language. Responses were received from 100 per cent of the modern language teachers. Therefore, the analysis made was based upon their responses.

DEFINITION OF TERMS

Audio-Visual Aids. The definition of this term was thought to be illustrated best by viewing pertinent definitions proposed by selected sources. In his thesis, Samuel R. Berg gave the following explanation of the term:

The term "audio-visual aids" refers to films and filmstrips, study prints, recordings, magnetic tapes, maps, charts, globes, dioramas, study trips, radio and television programs, resource people, and similar materials.³

The Department of Public Instruction in Des Moines, Iowa, issued the following definition directed toward modern language usage:

The expression "audio-visual aids" is associated with such modern devices as the disc, tape or wire recorders, play-back machines, radios, movies, slide projectors, maps, posters, charts, postcard views, photographs, travel folders, tickets, calendars, menus, hotel bills, models, dolls and manikins dressed in regional costumes, prints, reproductions of art master pieces, stamps, currency, coins, newspapers, magazines, picture books, records of popular music, folk songs,

³Samuel R. Berg, "Teacher Opinion Concerning Audio-Visual Materials, Services, and Facilities," (unpublished Master's thesis, San Diego State College, 1959), p. 5.

arias from operas, and recited portions of famous plays and poems.⁴

The Dictionary of Education defined "audio-visual aid" as "any device by means of which the learning process may be encouraged or carried on through the sense of hearing and/or the sense of sight."⁵

For the purpose of this study the term "audio-visual aids" referred to any instructional device that could be heard or seen.

Audio-Visual Procedures. This term referred to the employment and use of any audio-visual aid.

REVIEW OF THE LITERATURE

As early as 1921, a Duluth, Minnesota, language teacher had discovered that audio-visual aids held a valid place in teaching modern languages. Clara Stocker stated, "The phonograph offers great possibilities as an aid in modern language instruction, possibilities which are in an early stage of development."⁶

By 1934, F. H. Lumley of Ohio State University made

⁴Jessie M. Parker (ed.), Foreign Languages, Secondary Schools (Des Moines, Iowa: State of Iowa, 1950), pp. 156-7.

⁵Carter V. Good (ed.), Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 22.

⁶Clara Stocker, "French Speech-Tunes and the Phonograph," The Modern Language Journal, 5:267, February, 1921.

the following comments about audio-visual aids:

Much has been written and said about the value of the radio and the phonograph in helping foreign language students to acquire an acceptable pronunciation. The personal experience of teachers in this country and in other countries has shown fairly conclusively that both devices can be of immense use if properly used. The radio and phonograph can be used efficiently together to supplement each other. Certain teachers using radio foreign language lessons in their classes have claimed that the pupils spoke better because of the opportunity to hear perfect pronunciation of the language over the radio.⁷

The positive effect of audio-visual aids had well taken hold in the 1930's and Cline M. Koon, a senior specialist in Education by Radio, U. S. Office of Education, summed up the situation of audio-visual aids in relation to teaching modern languages when he said:

Fortunately for both teachers and students some of the scientific discoveries in the field of communication especially can be utilized also in the mastery of modern languages. For example, recordings, talking pictures, and radio can be used to supplement and augment the instructor's work. Students can listen to dictaphone and phonograph recordings, made either by themselves or others, as a means of increasing their comprehension and pronunciation. Talking pictures can be prepared to combine an understanding of a nationality and its language. Radio, also, has several possible uses in language instruction. Formal courses by master teachers can be made available even to the remote areas; and language appreciation can be developed by listening to broadcasts from foreign countries.⁸

⁷F. H. Lumley, "Does Radio Broadcasting Help Pupils Pronounce a Foreign Language?," The Modern Language Journal 18:383, March, 1934.

⁸Cline M. Koon, "Modern Language Instruction by Radio," The Modern Language Journal, 17:503, April, 1933.

In recent times, the acceptance of audio-visual aids as instructional devices in the modern language programs has gained momentum. For instance, the importance of using audio-visual aids in teaching modern languages was recognized by Max S. Kirch, a language teacher at the University of Delaware. He made the following comments:

It is obvious that adding visual aids helps students learning a language by the audio-lingual approach. There are quite a few language programs available now which are audio-lingual-visual, utilizing movie films, filmstrips, slides, etc. These materials add visual imagery that helps associate the foreign sound patterns with objects, activities, or situations. There is no doubt that the use of such items, as well⁹ as pictures, charts, etc., is an aid to learning.

The vital role that audio-visual aids play in teaching a modern language was expressed by George Borglum in a paper read at the general session of the meeting of the Modern Language Association at Madison, Wisconsin, in September, 1957. In his paper he explained the Modern Language Audio-Visual Project which was an experimental course set up at Wayne State University for the purpose of teaching French. The unique element in this course was that every idea and as many words as possible were presented by means

⁹Max S. Kirch, "Visual or Graphic," The Modern Language Journal, 46:37, January, 1962.

of documentary color pictures, averaging thirty per lesson. These color pictures were actually scenarios which revealed a story narrated by the instructor. By using the pictures and other direct-method devices, the instructor made sure that every new word was understood as he went along. Further in the lesson the instructor went through the pictures again. This time he told the story without explanation and asked questions to which the picture and the pattern sentences were the answer. There was follow-up on each lesson in the language laboratory.¹⁰

Borglum stated that the results of the experimental course showed that certain values were inherent in using audio-visual aids in teaching a modern language:

First, the student is motivated by an interesting and enjoyable experience. Second, the learning is situational. Meaning is illustrated both in a general and a concrete way. Ideas, action, and objects mean what they have to mean within the boundaries of the situation. Third, linguistically concentrated exercises in the laboratory and in the classroom call upon the student to repeat what he knows, not to solve riddles.¹¹

Samuel N. Decker, a language teacher at Shorewood High School, Milwaukee, Wisconsin, made the following

¹⁰George Borglum, "The Modern Language Audio-Visual Project," The Modern Language Journal, 42:326, November, 1958.

¹¹Ibid., p. 329.

comment regarding the use of audio-visual aids:

Audio-visual aids in language learning is a new field which not only is ideal as a means of renewing motivation, but is also invaluable as an instructional tool. Thus, one finds that the rapidly expanding field of audio-visual education is vital to the language field. Experimentation with these media will necessarily bring some failures, but it will result in better teaching techniques and a higher regard for language everywhere.¹²

A pertinent evaluation of audio-visual aids in language teaching was made by Theodore Huebener, a member of the Board of Education, New York City:

With reference to the teaching of foreign languages, audio-visual aids serve chiefly three purposes: (1) the enrichment of the pupil's knowledge of the foreign country and its people; (2) an increased appreciation of the art and music of the foreign people; and (3) improved linguistic skill.¹³

Researchers at Westside Junior-Senior High School in Omaha, Nebraska, found that regular classroom teachers who are not trained to teach Spanish "can teach conversational Spanish effectively when they base their teachings on tapes prepared by a Spanish specialist."¹⁴

¹²Samuel N. Decker, "Adapting Audio-Visual Techniques to Language Instruction," The Modern Language Journal, 42:70, February, 1958.

¹³Theodore Huebener, "Audio-Visual Aids in High School," The Modern Language Journal, 43:266, October, 1959.

¹⁴Glen Pickrel, Charles Neidt, and Romain Gibson, "Tape Recordings Are Used to Teach Seventh Grade Students in Westside Junior-Senior High School, Omaha, Nebraska," Bulletin of the National Association of Secondary-School Principals 42:93, January, 1958.

The value of particular audio-visual devices was recorded by various educators. For instance, Leonor A. Larew and John J. Lottes expressed the importance of the tape recorder in teaching a modern language when they said:

In the early stages of language learning it is important that the children hear authentic pronunciation as a model. For this reason tape recordings prepared by a native may be more desirable than lessons by a teacher whose pronunciation is inadequate.¹⁵

Joseph L. Peyser, a teacher of French, Spanish, and Russian and a former chairman of a secondary school foreign language department has commented:

It is of prime importance to use native voices for the presentation of audio-lingual drills. As it is almost impossible for most American secondary schools to have native-speaking people at their disposal, recorded materials play a vital role.¹⁶

Decker recognized the importance of the tape recorder in language teaching when he said:

The tape recorder has many uses as an essential language tool. It can be used as a means of pointing out to a student his errors in pronunciation. Early tapes may be compared to later tapes to show his improvement.¹⁷

¹⁵Leonor A. Larew and John J. Lottes, "Tape Recorder Versus the Teacher in Spanish Class," The Elementary School Journal, 62:200, January, 1962.

¹⁶Joseph L. Peyser, "New Life for High School Language Classes," NEA Journal, 50:18, December, 1961.

¹⁷Decker, op. cit., p. 74.

A supporting statement pertaining to the tape recorder was made by Huebener who said, "Two great advantages of the tape recorder are that it can be used over and over with a different text, and that it can be employed to check the individual student's progress."¹⁸

The following evidence in favor of using films in a language class was presented by Anna Marie Lottmann, Harris Teachers College:

Films add variety to the classroom procedure, they are good for motivating the class, they are supplement to the text. Furthermore, films provide a necessary visual link between the language and the life of a foreign country.¹⁹

Miss Lottmann also set forth attainable goals for using films in teaching modern languages:

1. Aural comprehension, including regional dialects.
2. The learning of social formulas, sentence structure, intonation patterns, new vocabulary, geographical and historical facts of the country, contemporary life with attention to family attitudes, education, religion, or government.²⁰

In regard to the filmstrip, Huebener commented, "The filmstrip, when used in connection with a tape or record,

¹⁸Huebener, op. cit., p. 267.

¹⁹Anna Marie Lottmann, "Films in the Modern Language class," The Modern Language Journal, 45:178, April, 1961.

²⁰Ibid.

is an ideal language teaching medium with multiple sense appeal and a maximum of enjoyable learning experience."²¹

Decker related the following information:

Presentation of filmstrips is facilitated by the fact that the picture itself is a source of clues for the student so that he can anticipate the vocabulary which must certainly be used. Similarly, viewing the picture, the student tends to associate the word with the usual image, thus breaking down the translation habit.²²

Kirch offered the following pertinent facts:

If we use a picture to illustrate an object, the student is able to connect the foreign word directly with the object itself, rather than its English equivalent. If we use a projected image, whether by film, filmstrip, or puppets to illustrate a situation, the student can tie the foreign utterance directly to the activity represented. Translation is avoided because the student connects the foreign utterance with the situation concerned. Such devices make the language meaningful and, next to transporting the student to the foreign country, are the best way to bring the foreign tongue into the student's own life.²³

Comments about the newspaper as a teaching aid in languages was voiced by Chester W. Obuchowski of the University of Connecticut:

It is cheering to note that recent reports by the Modern Language Association and Northeast Conference Committees have, albeit briefly, directed attention to the somewhat unsuspected potentialities of the foreign language newspaper in widening the circle of the student's culture experience. In truth the

²¹Huebener, op. cit., p. 267.

²²Decker, op. cit., pp. 75-6.

²³Kirch, op. cit., p. 37.

newspaper is a ready-made cultural miscellany, this being the strongest point in favor of its adoption for use in the classroom.

In a certain instance it was noticed that even those students who rarely showed more than a spark of interest in learning the language would pitch in enthusiastically in sight translation.²⁴

Television as a useful teaching aid in languages was emphasized in the following ideas of Edith Kern of the University of Pennsylvania:

With the help of television, the acquisition of a new vocabulary can have visual associations that are virtually excluded from classroom teaching. By the same token, in the field of pronunciation, television has an advantage of using facial close-ups to convey a better picture of the pronunciation of certain sounds than carefully prepared description.²⁵

Donald M. Craig of the Foreign Language Department, Carmel, California, High School remarked that with a language laboratory "the interest of the gifted student can be retained and stimulated while the average or slow pupil can receive individual attention."²⁶

The language laboratory was also commented on when

²⁴Chester W. Obuchowski, "French Newspapers As a Teaching Aid," The Modern Language Journal, 42:290, October, 1958.

²⁵Edith Kern, "Language Learning and Television," The Modern Language Journal, 43:264, October, 1959.

²⁶Donald M. Craig, "A Poor Man's Language Laboratory," California Journal of Secondary Education, 33:217, April, 1960.

Paul Pimsleur of the University of California, Los Angeles, issued the following statements:

As an aid to aural-oral ability, the laboratory can create good basic speech habits and, with the teacher's collaboration, can bring about an acceptable pronunciation. The laboratory permits the student to hear the language perfectly, though his teacher may not be a native. It adds new voices to the student's experience. It provides more concentrated doses of the foreign tongue than he could normally hear.²⁷

Vincenzo Cioffari, Modern Language Editor for the D. C. Heath and Company, offered these supporting words about the language laboratory:

The laboratory does help to concentrate training on language as language. It does help to increase the contact hours of each individual with the foreign language. It does help to counterbalance personal limitations of individual teachers. It does help to establish a solid foundation on linguistic habits which can serve as a basis for future training. It does help to foster individual progress which is unhampered by the limitations of the rest of the class. It does provide models for students and teachers at any level which can keep their language alive and active at all times.²⁸

General advantages of audio-visual materials that aptly apply to modern languages was expressed by Barbara Rich in her thesis. She stated:

Audio-visual materials have several advantages over verbal or symbolic type materials. Among these

²⁷Paul Pimsleur, "The Functions of the Language Laboratory," The Modern Language Journal, 43:15, January, 1959.

²⁸Vincenzo Cioffari, "What Can We Expect From the Language Laboratory?," The Modern Language Journal, 45:9, January, 1961.

advantages are extending the horizon of experience, arousing interest and maintaining enthusiasm, producing greater learning in less time, and carrying the theme of the lesson and making it easy and pleasant to follow.²⁹

After analyzing the available research, statements, and conclusions, it could be realized that audio-visual aids played a significant role in the teaching of modern languages.

ANALYSIS OF THE QUESTIONNAIRE

The purpose of this section of the study is to present teachers' responses to the items on the questionnaire. The questionnaire was designed to ascertain the teachers' opinions and answers regarding audio-visual procedures used in teaching a modern language.

Item number 1 of the questionnaire revealed that the predominant modern language taught in the secondary schools of Shawnee County, Kansas, was Spanish. Sixteen language teachers taught Spanish, fourteen language teachers taught French, and one teacher taught German. It was further

²⁹Barbara Ailene Rich, "Administration of the Audio-Visual Materials Program in the Public Schools of Bloomington, Illinois" (unpublished Master's thesis, Illinois State Normal University, 1961), p. 10.

noted that several of the previously mentioned teachers taught both Spanish and French.

The responses to questionnaire item number 2, "How often do you use audio-visual aids in your modern language classes?" indicated that two teachers used them daily, ten teachers used them frequently, and one teacher never used them.

Item number 3 was designed to determine what audio-visual aids the teachers actually used in their language classes. Table I reveals the results of this particular item.

TABLE I

THE SPECIFIC AUDIO-VISUAL AIDS USED BY THE
SECONDARY MODERN LANGUAGE TEACHERS OF
SHAWNEE COUNTY, KANSAS, IN THEIR
MODERN LANGUAGE CLASSES

Audio- visual aid	Number of teachers using specific aid
Tape recordings	19
Phonograph records	19
Language laboratory	10
Flash cards	5
Motion pictures, filmstrips, slides	16
Other	3

Table I indicates that the greatest per cent of the secondary modern language teachers in Shawnee County, Kansas, used tape recordings and phonograph records in their modern language classes. A majority of the teachers also used motion pictures, filmstrips, slides and the language laboratory. Flash cards were the least utilized of the specifically listed audio-visual aids.

It was discovered that the other audio-visual materials used by the language teachers consisted of maps, posters, pictures, objects, drawings, calendars, and reproductions of important paintings.

Further interesting remarks pertaining to item number 3 of the questionnaire were written on the questionnaires by various teachers in this study. For instance, one teacher commented that he had to make his own flash cards. Another teacher stated that he had access to only a very limited quantity of phonograph records. One individual teacher remarked that he had no audio-visual aids with which to work.

The one audio-visual aid used most by each individual language teacher was the topic of item number 4 of the questionnaire. Table II shows the audio-visual aid that was used most by each individual language teacher.

TABLE II
 THE ONE AUDIO-VISUAL AID USED MOST BY
 EACH INDIVIDUAL SECONDARY MODERN
 LANGUAGE TEACHER IN SHAWNEE,
 COUNTY, KANSAS

Audio-visual aid used most	Number of teachers using <u>one</u> particular aid most
Tape recordings	10
Phonograph records	6
Language laboratory	8
Flash cards	2
Motion pictures, filmstrips, slides	0
Other	1

Table II indicates that the one audio-visual aid used most by an individual teacher was the tape recorder. No teacher used motion pictures, filmstrips, and slides the most. A majority of the teachers used phonograph records and the language laboratory the most.

As can be noted in Table II, the number of responses exceeded the number of teachers participating in the questionnaire study. This was due to the modified choices found in the questionnaire results. One teacher commented that

he used the tape recordings, flash cards, and other (pictures, objects, and drawings) to the same degree of frequency. Another participator stated that he used the tape recordings most in his Spanish I, II, and IV classes, but used the phonograph records most in his Spanish III class. Two other teachers stated that they used the tape recordings and language laboratory the most in equal proportion. The item was not answered by two teachers. So, the above limiting elements produce the distorted total number of responses in Table II.

In reference to item number 5, it was discovered that 71 per cent of the teachers in this study indicated that they thought audio-visual aids quickened the learning process of a modern language. Twenty-five per cent felt that audio-visual aids greatly speeded up the learning process of a modern language. One teacher did not state an opinion.

Most disagreement among the teachers' opinions was found to exist in questionnaire item number 6. This item was designed to seek the teachers' opinions on what one audio-visual aid they thought helped the most in teaching a modern language. Table III reveals the results of this item.

TABLE III

THE RESPONSES OF THE SECONDARY MODERN LANGUAGE
TEACHERS, SHAWNEE COUNTY, KANSAS, TO THE
QUESTIONNAIRE ITEM: "IN YOUR OPINION,
WHICH ONE AUDIO-VISUAL AID HELPS
THE MOST IN TEACHING A
MODERN LANGUAGE?"

Audio-visual aid that <u>helps</u> the most	Number of teachers selecting particular audio-visual aid
Tape recordings	9
Phonograph records	3
Language laboratory	10
Flash cards	1
Motion pictures, filmstrips, slides	0
Other	0

Table III indicates that the language laboratory took first place as being thought the most helpful aid in teaching a modern language. Tape recordings secured second place for being recognized as the most helpful audio-visual aid in teaching a modern language. It is also interesting to note that Table III shows that no teacher felt that motion pictures, filmstrips, or slides was the audio-visual aid most helpful to use.

Other comments pertaining to item number 6 disclosed

interesting opinions of various teachers. One teacher mentioned that although he stated a different response, he felt that the language laboratory (if he had access to one) would help the most in teaching a modern language. Another remark made in relationship to this area was that the language laboratory was the most help in teaching a modern language only if it was available for constant use. One teacher had no comment or answer.

A particular teacher did not select a specific audio-visual aid he felt most helpful but commented that if each one audio-visual aid were used alone, none would be of any help. He gave his idea of how to use audio-visual aids. In the listening phase of learning a language, he used visual aids, in the speaking phase he used audio-aids, and in the reading and writing phase he utilized visual aids.

One teacher considered the tape recordings and phonograph records to be equally the most helpful. This immediate statement was a small image of the total results of the particular item.

It was interesting to observe after comparing the results of Table II and Table III that the audio-visual aid used most by the teachers was not the same one that they considered to be most helpful in teaching a modern

language. While it was recognized that the modern language teachers in this study used tape recordings the most, they responded that they felt the language laboratory was the most helpful audio-visual aid in teaching a modern language.

Of the teachers who answered item number 7, all but one agreed that audio-visual aids had a positive motivational effect on language students. One teacher did not feel he was qualified to state an opinion, and another teacher felt that audio-visual aids had no motivational effect on learning a modern language.

When asked, on item number 8, for an opinion concerning what reaction audio-visual aids had on the interest of the language students in learning the modern language, the majority of the teachers had the opinion that audio-visual aids caused students to gain some added interest in the modern language they were learning. Four teachers were of the opinion that audio-visual aids highly motivated the students' interest in the modern language, and one participator did not answer the item.

The purpose of items number 9 and number 10 was to determine the role of the textbook in relation to audio-visual materials and language teaching. Item number 9 read, "To what extent do you follow the language textbook?" The teachers were instructed to designate whether they used the

textbook word for word, used numerous aspects of it, used it only as a topic guide, used it once in a while for an isolated idea, or never used it. Nineteen stated that they used numerous aspects of the textbook, and five used it word for word.

The vast majority of the teachers who responded to questionnaire item number 10 indicated that they used the language textbook for deciding what audio-visual procedures to use. Two teachers designated that they used it sometimes, and five teachers stated that they did not use the textbook for deciding what audio-visual procedures to use.

It was brought out in item number 11 that audio-visual materials were felt to be educationally sound. All but one of the teachers made a response of this nature. The lone opinion was that some audio-visual aids were educationally sound.

A desire to increase the use of audio-visual aids in modern language classes was expressed in item number 12 when eighteen teachers so indicated. Five did not desire to increase them, and one teacher stated he did not particularly desire for an increase in the use of audio-visual aids in the modern language class.

There proved to be quite a variation of responses in item number 13 as to the utilization of resource people

from the community to supplement class instruction. Seven teachers responded that they used resource people whenever possible while, on the other hand, eight teachers indicated that they never used them. Nine teachers were found to use resource people sometimes.

Questionnaire items numbered 14, 15, 16, and 17 were designed to ascertain knowledge about the accessibility of radio and television for use in language classes and whether the teachers received information pertaining to radio and television programs which would implement their language classes.

The availability of radio and television in the school for use in classroom instruction was recorded as being almost nil. Only one teacher had access to a radio, and only three teachers had access to a television set. An interesting comment pertinent to this item was voiced by a teacher who said that some of his pupils brought their own transistor radios to school and shared with the class so they could listen to Spanish radio stations.

As far as receiving any information about radio or television programs which might be utilized in language classes, the common response was negative. Only three teachers received any information in this area.

Of the three teachers who had access to television

in the school, item number 18 indicated that only two teachers used it, and one of these teachers did not use it during class time. The one instance where a radio was available in the school, it was indicated as being used in the modern language classes.

If available, nineteen teachers would use closed-circuit television programs for modern language instruction. Item number 19 also warranted a comment from one teacher who remarked that his opinion would depend on the excellence of the programs presented on closed-circuit television.

The purpose of item number 20 was to discover how the teachers would rate the audio-visual facilities presently available in their respective schools. Table IV gives the outcome of this item.

TABLE IV

HOW THE SECONDARY MODERN LANGUAGE TEACHERS OF
SHAWNEE COUNTY, KANSAS, RATE THE AUDIO-
VISUAL FACILITIES THAT ARE PRESENTLY
AVAILABLE IN THEIR SCHOOL
(1962-63)

Rating	Number of teachers choosing particular rating
Superior	0
Excellent	5
Good	7
Fair	8
Poor	3
No answer	1

Table IV reveals that the audio-visual facilities in the secondary schools of Shawnee County, Kansas, where a modern language was taught varied in their degree of excellency. It can be seen from the table that the majority of the audio-visual facilities were considered either good or fair.

Eighty-three per cent of the teachers replied "Yes" when asked, in item number 21, "Is the audio-visual equipment in your school building in good repair?" One teacher

remarked that he personally owned the tapes and tape recorder he used.

In item number 22, eighty-seven per cent of the teachers agreed that as a classroom teacher they found audio-visual equipment and materials available when they needed them.

Mixed responses showed up in item number 23 when the teachers were asked if they received information from the audio-visual center regarding new materials for classroom use in modern languages. Twelve stated a negative reply, eleven stated a positive reply, and one teacher stated that there was no audio-visual center in the school.

Item number 24 reflected a definite trend that classroom teachers who taught modern languages received up-to-date literature on audio-visual materials available to supplement their modern language classes.

The purpose of questionnaire item number 25 was to give each individual modern language teacher in this study a chance to voice his opinion as to whether he liked to use audio-visual aids in teaching a modern language. All modern language teachers in this study except two stated that they did like to use audio-visual aids in teaching a modern language.

CONCLUSIONS

On the basis of the findings in this study it was concluded that:

1. Audio-visual procedures are educationally sound and should hold a valid place in the teaching of modern languages.
2. The use of audio-visual materials in the modern language class produces positive effects on the modern language learner.
3. A broad category of audio-visual aids can be adapted for use in teaching a modern language.
4. The audio-visual aids used most frequently are not necessarily the ones felt to be most helpful in teaching a modern language.
5. The modern language teachers of Shawnee County, Kansas, prefer to use audio-visual aids frequently in teaching a modern language.

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APPENDIX

COVER LETTER

N-22 Jardine Terrace
Manhattan, Kansas
January 7, 1963

Mrs. Mary Strahm
Topeka High School
Topeka, Kansas

Dear Mrs. Strahm:

As a graduate student at Kansas State University, I am doing a study on the audio-visual procedures used in teaching modern languages. This project has been developed with the approval and advice of Dr. Burl Hunt of the Department of Education, Kansas State University.

We as language teachers are concerned about meaningful teaching procedures that help the language student in his learning experiences. It is hoped that the results of this study will reveal the audio-visual procedures which best facilitate the learning of a modern language.

Enclosed is a questionnaire concerning the above matter. Since you are a language teacher, I feel that you are among the best qualified persons to answer these questions. I am, therefore, asking for your assistance. Your time is very limited I know, but the help you give me by completing the questionnaire will be greatly appreciated.

If you wish to know the results of this study, please indicate and sign your name at the end of the questionnaire. Your name will remain anonymous. A self-addressed, stamped envelope is provided for returning the questionnaire.

Thank you for your time and contribution.

Sincerely yours,

Jane Fritz

FACTS AND OPINIONS CONCERNING AUDIO-VISUAL AIDS
USED IN TEACHING A MODERN LANGUAGE

QUESTIONNAIRE

Audio-Visual Aids. For the purpose of this study the term "audio-visual aids" refers to any instructional device that can be heard or seen such as films and filmstrips, recordings, magnetic tapes, maps, charts, globes, dioramas, study trips, radio and television programs, resource people, and similar materials.

Directions: Please mark (X) on the line beside each answer that applies to your situation or opinion.

1. What modern languages do you teach?
_____ Spanish
_____ French
_____ German
_____ Russian
_____ Other; please state _____
2. How often do you use audio-visual aids in your modern language classes?
_____ Daily
_____ Frequently
_____ Occasionally
_____ Very rarely
_____ Never
3. What audio-visual aids do you use in your language classes?
_____ Tape recordings
_____ Phonograph records
_____ Language laboratory
_____ Flash cards
_____ Motion pictures, filmstrips, slides
_____ Other; please list _____,
_____, _____

4. Of the audio-visual aids you marked above, which one do you use the most in your language classes?
- ☐ Tape recordings
 - ☐ Phonograph records
 - ☐ Language laboratory
 - ☐ Flash cards
 - ☐ Motion pictures, filmstrips, slides
 - ☐ Other; please state _____
5. In your opinion, how do audio-visual aids affect the learning process of a modern language?
- ☐ Stops the learning process
 - ☐ Retards the learning process
 - ☐ Does not affect the learning process
 - ☐ Quickens the learning process
 - ☐ Greatly speeds up the learning process
6. In your opinion, which one audio-visual aid helps the most in teaching a modern language?
- ☐ Tape recordings
 - ☐ Phonograph records
 - ☐ Language laboratory
 - ☐ Flash cards
 - ☐ Motion pictures, filmstrips, slides
 - ☐ Other; please state _____
7. In your opinion, do audio-visual aids have any motivational effect on your language students?
- ☐ Have positive effect
 - ☐ Have negative effect
 - ☐ Have no effect
8. In your opinion, what reaction does audio-visual aids have on the interest of your language students in learning the modern language?
- ☐ Cause students to establish a dislike for the modern language
 - ☐ Students become less interested in the modern language
 - ☐ Do not affect the students
 - ☐ Cause students to gain some added interest in the modern language
 - ☐ Highly motivate the students' interest in the modern language

9. To what extent do you follow the language textbook?
_____ Word for word
_____ Use numerous aspects of it
_____ Use it only as a topic guide
_____ Use it once in a while for an isolated idea
_____ Never use it
10. Do you use the language textbook as a guide for deciding what audio-visual procedures to use?
_____ Yes
_____ No
11. Do you feel audio-visual materials are educationally sound?
_____ No
_____ Yes
12. Do you desire to increase your use of audio-visual aids in your modern language classes?
_____ Yes
_____ No
13. Do you use resource people from the community to supplement your class instruction?
_____ Whenever possible
_____ Sometimes
_____ Never
14. Does your school have radios for use in classroom instruction?
_____ Yes
_____ No
15. Do you receive information about radio programs which would implement your language classes?
_____ No
_____ Yes

16. Does your school have television sets for use in classroom instruction?
_____ Yes
_____ No
17. Do you receive information about television programs which would implement your teaching field?
_____ No
_____ Yes
18. If you do have television sets and radios available, do you use them in your modern language classes?
Television: _____ Yes
_____ No Radio: _____ No
_____ Yes
19. Would you use closed-circuit television programs for modern language instruction if they were available?
_____ Yes
_____ No
20. How would you rate the audio-visual facilities that are presently available in your school?
_____ Superior
_____ Excellent
_____ Good
_____ Fair
_____ Poor
21. Is the audio-visual equipment in your building in good repair?
_____ No
_____ Yes
22. As a classroom teacher, do you find that audio-visual equipment and materials are available when you need them?
_____ Yes
_____ No

23. Do you receive information from the audio-visual center regarding new materials for your classroom use in modern languages?

 No
 Yes

24. As a classroom teacher, do you receive up-to-date literature on audio-visual aids available to supplement your modern language classes?

 Yes
 No

25. As a modern language teacher, do you like to use audio-visual aids in teaching a language?

 No
 Yes

THANK YOU FOR YOUR TIME AND CO-OPERATION!

AN ANALYSIS OF THE AUDIO-VISUAL PROCEDURES USED IN
TEACHING MODERN LANGUAGES IN THE SECONDARY
SCHOOLS OF SHAWNEE COUNTY, KANSAS

by

JANE ROGERS FRITZ

B. S., Kansas State University, 1962

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1963

The purposes of this study were to discover what audio-visual procedures were used in teaching modern languages, and to determine which procedures were most effective in teaching modern languages.

Several items constituted the method of gathering facts and information for this study. They were as follows:

1. A review of the pertinent literature contained in the Kansas State University library was executed.
 2. The Inter-Library Loan facilities were utilized for the purpose of reviewing various Master's Theses.
 3. The writer gathered background information relative to this study while taking the course, Audio-Visual Aids, offered by the Department of Education at Kansas State University.
 4. The writer interviewed Miss Ann Driss, Language Co-ordinator for the school system of Topeka, Kansas.
 5. A questionnaire was designed and sent to the twenty-four modern language teachers in the secondary schools of Shawnee County, Kansas. The teachers to whom the questionnaire was sent taught at least one modern language. Responses were received from 100 per cent of the modern language teachers.
- The predominant modern language taught in the secondary schools of Shawnee County, Kansas, was Spanish.

A large per cent of the teachers used audio-visual aids frequently in their modern language classes.

The audio-visual aids actually used in the language classes included the following: tape recordings, phonograph records, language laboratory, flash cards, motion pictures, filmstrips, slides, maps, posters, pictures, objects, drawings, calendars, and reproductions of important paintings.

The one audio-visual aid used most by an individual teacher was the tape recorder.

The language laboratory was thought to be the most helpful aid in teaching a modern language.

Seventy-one per cent of the teachers in this study indicated that they thought audio-visual aids quickened the learning process of a modern language.

All but one teacher agreed that audio-visual aids had a positive motivational effect on language students.

The majority of the teachers were of the opinion that audio-visual aids cause students to gain some added interest in the modern language they were learning.

The majority of the teachers used the language textbooks for deciding what audio-visual procedures to use.

Resource people from the community were not used to any great extent as a supplement of class instruction in modern language classes.

Most of the teachers desired to increase the use of audio-visual aids in modern language classes.

The availability of radio and television in the school for use in classroom instruction was recorded as being almost nil.

A majority of the teachers would use closed-circuit television programs for modern language instruction if they were available.

It was found that the majority of the teachers preferred to use audio-visual aids in teaching modern languages.